

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



### **2015-2016 TITLE I SCHOOLWIDE PLAN\***

Robert N. Wilentz Elementary School

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PERTH AMBOY BOARD OF EDUCATION	School:: Robert N. Wilentz School
Chief School Administrator: DR. DAVID ROMAN	Address: 51 First Street
Chief School Administrator's E-mail: droman@paps.net	Grade Levels: K-4
Title I Contact: Pamela Spindel	Principal: Mr. R.L. Anderson
Title I Contact E-mail: pamespindel@paps.net	Principal's E-mail: <a href="mailto:ronlanderson@paps.net">ronlanderson@paps.net</a>
Title I Contact Phone Number: 732-376-6020 X-30257	Principal's Phone Number: 732-376-6070 X-27401

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Ronald Anderson

*Ronald Anderson*

6/1/15

Principal's Name (Print)

Principal's Signature

Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held 18 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 11,057,395, which comprised 98.66 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 11,382,704, which will comprise 98.71 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
MyOn Reader	1 & 2	Differentiated Instruction, Vocabulary Building, Workstations in Reading, Technology Integration, HW Initiative.	200-300	\$5,000
DRA2 Reading Assessments PD	1 & 2	Grade Level Common Assessments, Bench mark Tests	200-300	\$12,000
First In Math	1 & 3	Math Leveled Readers, Differentiated Instruction, First in Math on-line, Benchmark Tests	100-610	\$3,000
NJIT Summer Program	3 & 4	Technology Integration	200-800	\$5,000

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Author Visits	1, 2 & 4	Vocabulary Building, Grade Level Common Assessments, Workstations in Reading		\$3,000
Parental Involvement	1 & 4	Parent Workshops, PTO sponsored events, Family Community Information Night-Cover Dish, KinderSmart, Family Tools & Technology, Family Literacy, Meetings with Administration, Principal's Parent Breakfast	200-800	\$8,000
Mathematics, Engineering, Technology, Science (M.E.T.S.) Summer Academy	1&3	Math, Engineering, Technology & Science Integration, student engagement, leadership/communicatio n skills, creative thinking, collaborative learning, H.O.T.S. and scientific method-based learning.	100-600	\$20,000 equipment/salaries
A.M/P.M Math & Literacy Tutoring	1,2,&3	Differentiated instruction , vocabulary building, reading comprehension,	100-100 200-100	\$80,000
LoTI Digital Age School	1	Increase academic achievement, Increase the Levels of Teaching Innovation (Loti), Data Collection and Analysis, HOTS, Engaged Learning, Authentic Instruction, and Technology use (H.E.A.T.)	100-600	\$26,995

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. R. L Anderson	School Staff-Administrator Principal	X	X	X	
Mr. Ronald Mascenik	School Staff-Administrator Vice-Principal	X	X	X	
Mrs. R. La Rosa-Anstett	Instructional Leader	X	X	X	
Mr. Matthew Wechter	Classroom Teacher/SLC Chairperson	X	X	X	
Mrs. Jessica Boyd	Classroom Teacher	X	X	X	
TBA	Reading Specialist	X	X	X	
Mrs. Jamie Sakel	Reading Specialist	X	X	X	
Mrs. Wanda Vargas- Hernandez	Social /Crisis Worker	X	X	X	
Mrs. Meina Montalbano	Media Specialist/Librarian	X	X	X	
Mrs. Kimberly Rodriguez	School Staff-Secretary	X	X	X	
Mrs. Carmen Fallas	Community Member/Parent	X	X	X	
Ms. Vanessa Baez	Classroom Teacher	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Ms. Maria Hornlein	Classroom Teacher	X	X	X	
Mr. Jordan Manley	Classroom Teacher	X	X	X	
Mr. Daniel Rivera	Community Member/Parent	X	X	X	
Mrs. Rachel Sarabando	Computer Specialist	X	X	X	
Ms. Pamela Spindel	Director of Special Funded Program	X	X	X	
Miss. Jasmin Minaya	Fiscal Specialist	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/1,10/7,11/11,12/2,1/6,2/3, 3/2,4/6,5/11,6/1,6/24	Robert N.Wilentz	Comprehensive Needs Assessment	x		x	
9/1, 9/2,10/14,1/13,2/17, 4/20,5/18	Robert N.Wilentz	Schoolwide Plan Development	x		x	
-----	Robert N.Wilentz	Program Evaluation	x		x	

***\*Add rows as necessary.***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	<p>It is our vision at the Robert N. Wilentz School that our students will achieve their full potential academically and socially with the support of staff, parents and community.</p> <p>Mission Statement: <i>Laying the foundation for the future! Inspiring academic ambition and supporting student achievement through collaboration, community involvement, and strong character building.</i></p>
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## **SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### **Evaluation of 2014-2015 Schoolwide Program \***

**(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned?

After conducting an evaluation analysis of our school-wide program, many of our strategies, initiatives, and professional development to increase student achievement and family and community involvement were implemented as planned. Throughout the school year we used data from grade level Benchmark assessments, DRA, and STAR Assessments to assess our programs. The results of our state assessment will also assist us in evaluating our programs.

2. What were the strengths of the implementation process?

The strengths were:

- Greater collaboration through Professional Learning Communities (PLC)
- Enhancement of student learning through instructional rounds,
- Greater parental access to student records,
- DRA2/word analysis
- Interventions to enhance student learning

3. What implementation challenges and barriers did the school encounter?

- Large class size in 4<sup>th</sup> grade
- Insufficient parental involvement
- On-going behavioral distractions
- Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

- **The strengths were better teacher collaboration, grade level monitoring of progress, and uniformity throughout the process.**
- **The weakness we found was finding appropriate facilities to continue program enhancement.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

- **We implemented different methods for stakeholder buy-in. Some of these included:**
  - **Parent Night (via covered dish)**
  - **Presentations during faculty meetings**
  - **Proactive administration throughout the process**
  - **Parent College**
  - **Parent Conferences**
  - **KinderSmart**
  - **Back to School Night**
  - **Dr. Suess Night**
  - **Family Literacy**
  - **Family Tools and Technology.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

- **The staff felt these programs enhanced student achievement and character building through surveys, PLC's and informal discussions. Staff and teachers perceived the new initiatives of the school wide programs without the added benefit of more time to implement them during the school day and without the evidence that the initiatives would work to improve student learning. Some staff members perceived the new initiatives as obtrusive due to the lack of trust. Others were apprehensive because they did not understand the program. Even though there seemed to be a lack of time, teachers worked to the best of their abilities to ensure that the programs were implemented successfully. This was done through team work, collaboration, and the commitment to the student's success. Ultimately, this resulted in enough buy-in from the stakeholders to implement the school-wide educational program.**

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

- **The community embraced the program as evidenced by student participation in Myon reader, First in Math, and parent participation in the Infinite Campus parent portal. Parents' perceptions were also measured via their input at PTO meetings and Parent College. Accountability is documented via the use of the data incorporated in the software and sign-in sheets.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

- **There were a multitude of formats, including, but not limited to, centers, reading groups, push-in/pull-out instruction, intervention, AM/PM tutoring, family literacy and Parent College.**

9. How did the school structure the interventions?

- **Small group instruction was set-up through intervention personnel, ESL, A.M. & P.M. tutoring/enrichment/test prep and reading specialists. The classes are either push-in or pull-out to more effectively utilize the limited space within the building.**

10. How frequently did students receive instructional interventions?

- **Student received daily intervention in the morning, during class time and after school in the form of tutoring.**
- **Supplemental instruction was utilized by students who had access to technology and the internet at home.**

11. What technologies did the school use to support the program?

- **Technology that supported the program included the use of Smart boards, Brightlink, Chrome Books, iPads, computers and software. Software/hardware included the following: Performance Matters, multi-media, DVD's, CD's and document cameras, Reading Horizons software, Google Classroom, Google Docs, Edcite, Myon Reader, First in Math, sample PARCC testing, Discovery K-3 and Elevate – Grade 4.**

12. Did the technology contribute to the success of the program and, if so, how?

- **Technology contributed to the success of the program because when students connect to technology, it makes their learning meaningful and is a means of motivation. It also prepared our third and fourth grade students for the State PARCC Assessment. The ability to communicate with parents using the School Messenger system and the use of the translating devices enhances parental**

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

involvement, which results in improved student performance. Technology minimizes labor in certain tasks for the teachers and facilitates the data collecting and analyzing, which results in better and quicker decision making. The parent portal was introduced in January, allowing parents to access student information online at their convenience. Infinite Campus Parent Portal was introduced in January allowing parents to access student information online at their convenience.

*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	90	N/A	Before/After School tutoring, centers, reading groups, push-in/pull-out instruction, intervention, AM/PM tutoring, family literacy, Parent College and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	63	N/A	Before/After School tutoring, centers, reading groups, push-in/pull-out instruction, intervention, AM/PM tutoring, family literacy, Parent College and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.
Grade 5				
Grade 6				
Grade 7				
Grade 8				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 11				
Grade 12				

### Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

- Information below is based on the second benchmark

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	45	32	Push-in/pull-out instruction, intervention, Kinder Smart and Family Literacy.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.
Grade 1	91	28	Before/After School tutoring, centers, reading groups, push-in/pull-out instruction, intervention, AM/PM tutoring, Family Literacy and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.
Grade 2	44	52	Before/After School tutoring, centers, reading groups, push-in/pull-out instruction, intervention, AM/PM tutoring, Family Literacy and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	45	21	Before/After School tutoring, centers, math groups, push-in/pull-out instruction, intervention, AM/PM tutoring, Family Literacy and media center presentations	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated
Grade 1	34	41	Before/After School tutoring, centers, math groups, push-in/pull-out instruction, intervention, AM/PM tutoring, family literacy, Family Literacy and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

Grade 2	66	97	Before/After School tutoring, centers, math groups, push-in/pull-out instruction, intervention, AM/PM tutoring, family literacy, Family Literacy and media center presentations.	Although some gains were noted, due to regression in academics during the summer and students entering below grade level, the interventions did not prove to be as successful as anticipated
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Reading Wonders intervention materials, AM/PM tutoring, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, students with disabilities will have met the state target in Language Arts Literacy as defined by the NJDOE.
Math	Students with Disabilities	ADAM K-12, AM/PM tutoring, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, students with disabilities will have met the state target in Mathematics, as defined by the NJDOE.
ELA	Homeless	Reading Wonders intervention materials, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, homeless students will have met the state target in Language Arts Literacy as defined by the NJDOE.
Math	Homeless	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, homeless students will have met the state target in Mathematics, as defined by the NJDOE.



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Reading Wonders intervention materials, AM/PM tutoring, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, ELLs students will have met the state target in Language Arts Literacy as defined by the NJDOE
Math	ELLs	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, ELLs students will have met the state target in Language Arts Literacy as defined by the NJDOE
ELA	Economically Disadvantaged	Reading Wonders intervention materials, AM/PM tutoring, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, economically disadvantaged students will have met the state target in Language Arts Literacy as defined by the NJDOE

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
Math	Economically Disadvantaged	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, economically disadvantaged students will have met the state target in Mathematics, as defined by the NJDOE

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### *Extended Day/Year Interventions* – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Reading Wonders intervention materials, AM/PM tutoring, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, students with disabilities will have met the state target in Language Arts Literacy as defined by the NJDOE.
Math	Students with Disabilities	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, students with disabilities will have met the state target in Mathematics as defined by the NJDOE.
ELA	Homeless	Reading Wonders intervention materials, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, homeless students will have met the state target in Language Arts Literacy as defined by the NJDOE.
Math	Homeless	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, homeless students will have met the state target in Mathematics as defined by the NJDOE.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Reading Wonders intervention materials, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction, in class support	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, ELLs students will have met the state target in Language Arts Literacy as defined by the NJDOE.
Math	ELLs	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, ELLs students will have met the state target in Mathematics as defined by the NJDOE.
ELA	Economically Disadvantaged	Reading Wonders intervention materials, differential instruction, pull- out with Reading specialist , alternate reading programs, small group instruction,	Yes	DRA, Benchmark scores, Progress reports, Report cards, progress on district sight word lists, Star Assessment	In June 2015, Economically Disadvantaged students will have met the state target in Language Arts Literacy as defined by the NJDOE.

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		in class support			
Math	Economically Disadvantaged	ADAM K-12, small group instruction, in class support	Yes	Benchmark scores, Progress reports, Report cards, Star Assessment	In June 2015, Economically Disadvantaged students will have met the state target in Mathematics as defined by the NJDOE

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### ***Professional Development – Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments.
Math	Students with Disabilities	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
ELA	Homeless	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
	Homeless	GCN Training, PLC	Yes	My Learning Plan, Sign in	

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training		Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
ELA	Migrant	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
Math	Migrant	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
Math	ELLs	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
ELA	Economically Disadvantaged	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments



**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
Math	Economically Disadvantaged	GCN Training, PLC monthly meetings, MYon training, DRA 2 training, Dyslexia training, PARCC training, HIB training, Early Literacy training, Math training	Yes	My Learning Plan, Sign in Sheets, PD evaluation forms	Increased student performance as evidenced by school wide assessments
ELA					
Math					

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### *Family and Community Engagement Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
Math	Students with Disabilities	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
ELA	Homeless	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Literacy Convention, Myon			
Math	Homeless	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign- in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign- in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
ELA	Economically Disadvantaged	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent Literacy Convention, Myon	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.
Math	Economically Disadvantaged	Parent College, Covered Dish, Family Literacy, Community Health Fair, Family Tools and Technology, K-1 Literacy Initiative, KinderSmart, Parent	Yes	Parent, Teacher and Student Surveys, Evaluations completed by Parents, sign-in sheets.	At least 80% of the parents that attended the workshops will perceive that the workshops were informative and met their expectations.

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		Literacy Convention, Myon			
ELA					
Math					

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Ronald Anderson

*Ronald Anderson*

*6-1-15*

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC, Language Arts Common Assessments, DRA/EDL 2, September screenings, STAR assessment, Quick checks, MYON and Reading Horizons.	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Writing	PARCC, Language Arts Common Assessments, DRA/EDL 2, September screenings, STAR assessment, Quick checks, MYON and Reading Horizons.	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Mathematics	PARCC, Language Arts Common Assessments, DRA/EDL 2, September screenings, STAR assessment, Quick checks, First in Math, Go Math	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Family and Community Engagement	School surveys, Staff Needs Assessment documents, Family PTO survey and questionnaire, Infinite Campus Parent Portal	These measures have resulted in a smoother transition between administration, staff, parents and community, as well as establishing and maintaining a more positive school environment.
Professional Development	GCN training, Professional Development Survey, Staff evaluation sheets, teacher observation/evaluation	These measures indicate what professional development the teachers feel they need and what areas in which they would like to focus. They give the staff members' perception on the usefulness and effectiveness of the professional development given. The teacher observations/evaluations reflect if the initiatives/strategies presented in workshops are being effectively applied in the classroom or if more professional development is needed and in what areas.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Leadership	Administrative Evaluation Report, Annual Conference, Principal's Professional Improvement Plan Year-end Administrator's Report to the Superintendent, Administrative growth objectives	The Superintendent meets with the Principal for an annual conference to discuss goals and objectives for the school year which include the Principal's Professional Improvement Plan and professional development needs. In addition, the Superintendent evaluates the Principals in the areas of Planning/Management/Assessment of Student Achievement, School Climate, Curriculum Implementation and Monitoring, Professionalism/Professional Growth, Supervision/Program Administration and Community Relations.
School Climate and Culture	Program Evaluations, Professional Development Surveys	These surveys and evaluations allow teachers to provide insight as to the implementation and effectiveness of school initiatives/programs. In addition, teachers provide suggestions as to how these initiatives/programs can be improved or modified.
School-Based Youth Services	STAR, NJASK, Language Arts and Mathematics Common formative and summative assessments, EDL, testing, teacher made formative assessments, quarterly grades, ACCESS.	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Students with Disabilities	IR&S screening and documentation CST screening/conferences	These measures will indicate what information is necessary to address the needs of all students, resulting in the proper placement for students in need.
Homeless Students	IR&S screening, Unit Tests and documentation	These measures will indicate what information is necessary to address the needs of all students, resulting in the proper placement for students in need.
Migrant Students	N/A	
English Language Learners	MAC entrance testing, ACCESS testing, PARCC, WIDA	These measures will assess the language skills of our English Language Learners resulting in the proper placement of students.
Economically Disadvantaged	MAC entrance testing, ACCESS testing, PARCC, WIDA	These measures will assess the language skills of our English Language Learners resulting in the proper placement of students.



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

#### 1. What process did the school use to conduct its Comprehensive Needs Assessment?

The Robert N. Wilentz Elementary School will continue to raise achievement levels while meeting the Common Core Standards through implementation of a comprehensive school program and collaboration among school, parents, and the community. Our school staff has benefited from the teamwork, planning, and emphasis on skill building. We have learned to facilitate change through our Professional Learning Communities (PLC's). For example, based on our initial needs assessment, committees were formed and programs were implemented to assist us in reaching our goals and objectives. Research has shown when parents, community members and the school work together this collaboration can only benefit the child in a holistic manner. To this end, we have been beneficiaries of an increase in parental participation.

The highest priority of the Robert N. Wilentz Elementary School community is to ensure that all students learn. To that end, the staff works diligently to provide instruction that addresses the Common Core Standards in all content areas. Unfortunately, an achievement gap exists for some students when they enter the Robert N. Wilentz Elementary School. The implementation of a comprehensive school plan that includes collaboration of staff, parents and the community is instrumental in closing that achievement gap for our students during their time in our school.

To achieve this goal for our students, all stakeholders within the school community collaborate to effect change. The highly qualified staff at the Robert N. Wilentz Elementary School identifies and assesses the needs of our students. Strategic planning takes place to meet those needs while aligning classroom instruction to the COMMON CORE STANDARDS. The teachers are provided with staff development opportunities, as well as needed resources to support instruction and assist them in reaching our goals. These efforts have led our students to successful performance on the PARCC and District Benchmark Assessments in Mathematics and Language Arts/Literacy (LAL).

The Robert N. Wilentz Elementary School analyzes data received from various sources, such as the PARCC in both English and Spanish, common grade level assessments, quarterly benchmark assessments, unit tests, writing samples, word analysis inventories, running records and the Developmental Reading Assessment (DRA/EDL 2). This data is aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all of our staff throughout the school year. The school administration and teachers continuously review and discuss the data at curriculum and assessment committee meetings, grade level PLC meetings, and faculty meetings. Common grade level assessments, as per the state BOE timeline, in both language arts and math have been developed. After the common assessments are administered and evaluated, the teachers help identify the students who need more support on the NJ Common Core State Standards addressed in the common assessments. These formative common assessments are ongoing thus providing the students the opportunity to receive intervention based on their individual needs during the school day as well as before school in flexible tutoring groups.

Teachers and parents meet on a weekly/monthly basis to discuss and assess the needs of our students. These meetings encompass all the issues confronting our students whether they are instructional or social. Teachers and parents meet in committees such as the Wilentz Leadership Team, Students & Staff Support Team, Parent Team/PTO, and the Curriculum/Instruction District committee. All teachers meet for grade level meetings, cross grade level articulation meetings, Principal's meetings, Supervisors' meetings, faculty meetings, and I&RS meetings. Academic achievement, assessment results, teaching techniques, promotion, retention decisions and at-risk behaviors are discussed at these on-going meetings and students' needs are identified. Formal as well as informal surveys are conducted to provide input and to modify the learning environment within the school. Modifications in teaching strategies are implemented when necessary to improve the instruction of the students. In addition, changes within the school environment are implemented to improve and limit at-risk behaviors.

Students will acquire knowledge and skills through advanced technologies and varied research-based instructional strategies that provide optimal opportunities for progress. We will continue to promote ongoing professional growth and collaboration among fellow colleagues on the best research based teaching practices and strategies. All stakeholders will collectively share the responsibility of planning and implementing goals to ensure a safe, secure, and supportive environment in which students will be motivated and will learn.

The school utilizes a collaborative approach to develop and implement the parent involvement action plan and parent compact. The Wilentz Leadership Team, Parent Team and PTO are primarily responsible for coordinating, implementing and evaluating these activities. Parental input is obtained through parent participation on these committees as well as through verbal and written assessments of parent needs, interests and concerns. The school employs a full time home school liaison who is responsible for ensuring the effective delivery of programs and services in the community relevant to family needs, and the development of strategies to continually assess parent and staff needs as related to parent involvement programs and practices.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs such as the Parent College and Kids College programs that provide academic, social and enrichment courses and activities for students and members of their family each month during the school year. Parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in that area, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's social worker and guidance counselor provide these activities, and often collaborate with agencies and support services in the community, for these presentations and family outreach.

The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical and educational needs and we hope to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students, providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with aid specific to their needs.

The School has a counselor who provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal and social development. The counselor works with the principal, teachers, nurses, social worker and community agencies to assess student needs and develop a plan of action to help individual students.

The home school liaison collaborates with the PTO, Parent Team, and staff to foster communication with the parents. The home school liaison encourages the parents to become active members of the school community.

Parents are encouraged to attend family night activities during the school year. These activities provide the parents the opportunity to come to school and do a fun activity with their children. Some of these activities were Family Covered Dish Dinner, in which every family brings an ethnic dish to share, and Family Movie Night, in which parents have the opportunity to sit and enjoy a movie with their children. The parents also have the opportunity to participate in academic as well as social activities during the school year such as: Family Literacy, Math, Science and Tools and Technology. In addition, we have a Talent Show each year where the children and parents show off their talents in music and dance. The Family Picnic is our end of year celebration in which we have food and dancing as we celebrate the conclusion of another successful school year.

Parents are also encouraged to attend special yearly events such as Back to School Night, Parent Conferences, American Education Week Visits, and School Programs. Our Parent College discusses topics such as: discipline at home, home management skills, bullying, and community services. These workshops help connect our parental involvement with the priority problems we have identified.

The Robert N. Wilentz Elementary School has a two school nurses who plays a vital role in assisting our families by finding organizations that meet their health care needs. The nurses accesses the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. The nurses also promote good health awareness through various programs such as parent education, nutrition, National Walking Day for healthy hearts, wear red for women day, Autism Awareness, green for mental health day and Earth day, Red nose day, College and career readiness and summer safety activities. One particular program that has been instituted as a response to the national crisis concerning children and obesity is the Jump Rope for Heart.

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of Infinite Campus Parent portal, School Messenger, district and school websites, emails, Channel 34, The Educator and other correspondence that are all distributed in both English and Spanish. Report cards, progress reports, test scores and other important information is distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home.

The causes of our selected priority problem are multi-faceted. As an urban school, it is quite evident that our students face cultural and language barriers at home, which cannot reinforce and support English language learning and academics, which require English language proficiency. Data gathered through a parent survey through the Rutgers' research study indicated that further delays in development exist for our students in the areas of academics and home literacy experiences that place them at a great disadvantage when compared to their peers nationwide. "Nearly two-thirds of the children do not know their basic colors, seventy-nine percent (79%) do not know most letters, and seventy-six percent (76%) cannot count to 20. Fifty percent (50%) of the homes have fewer than 10 books and nearly a quarter of the children are never read to at home. On average, our students fall approximately four (4) months behind academically and one and one half (1 1/2) years behind in communication skills. Nineteen percent (19%) of the mothers have less than a ninth grade education" (Center for Early Education, Rutgers). Based on this startling information, it is quite clear that our school faces an extraordinary task in educating the children who walk through our doors.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2. What process did the school use to collect and compile data for student subgroups?

Various assessments are used to assess student progress, they include:

- PARCC
- Common Grade Level Assessments, as per the district assessment calendar
- District Benchmark Assessments
- Developmental Reading Assessment-DRA/EDL 2
- ACCESS
- Language Arts and Math Journals
- Calendar Math
- First in Math Diagnostic Assessments (as needed)
- Word Analysis Inventory
- Running Records
- Performance Matters
- STAR

Performance Matters integrates the complexities of each State's accountability system with the high stakes test scores so they can easily evaluate the performance against State standards at any level; student, subgroup, school, district and so on. Leading indicators include a host of data that is accumulated during the course of the current school year. Performance Matters has integrated a broad portfolio of reports for many different assessment instruments, including assessments such as PARCC and STAR.

The data from these assessments are aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all staff members throughout the school year. The school administration and teachers continuously review and discuss the test results at SCIP meetings, grade level meetings, PLC meetings and faculty meetings. Instructional practices are modified to meet the needs of the students in the subgroups. At the Robert N. Wilentz Elementary School, common grade level assessments, as per the district assessment calendar, in both language arts and math are used. After the formative common assessments are administered and evaluated, the teachers help identify the students who need more support on those NJ Core Curriculum Content Standards addressed in the common assessment. These formative common assessments are ongoing thus providing the students the opportunity to receive intervention based on their individual needs during the school day as well as before school in flexible tutoring groups

### 3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The school ensures that the data is valid by utilizing district and national assessments. These include both PARCC, which is taken in the fall and the spring, and district Benchmark Assessments, which are completed quarterly to determine student progress. Additionally, the school utilizes the DRA 2 which requires a pre/post test to determine reading comprehension and fluency, and the district ELA and Math Assessments which monitor the skills mastered during the school year. Assessments noted are norm-referenced and research based. Other results are based on the NJ Rubric used for the PARCC in math and ELA.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### What did the data analysis reveal regarding classroom instruction?

Data acquired through analysis of all student assessments revealed the weaknesses and strengths of all the students. Teachers worked in grade level teams to compare student results. Best practices for the teaching of specific skills that have been proven difficult for the students were identified. Teachers observed colleagues during instructional rounds using these effective strategies that they in turn used to instruct their own students. Data results were reviewed by school administration. The Bilingual/ESL resource specialist, Reading Specialists and Instructional leader continued to model lessons and provided resources to the classroom teachers. Specialists reviewed data results and collaborated with classroom teachers to provide individual or groups of student instruction in the skills that needed reinforcement. In addition, teachers use workstations in all content areas to reinforce skills previously taught.

### 4. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Upon analyzing student data and data collected as discussed previously, the professional development received by our teachers is outstanding; however an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in more affluent districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the NJASK. This realization will not keep us from continuing to provide our teachers with top-notch professional development and striving to ascertain that all students learn.

The causes of our selected priority problem are multi-faceted. As an urban school, it is quite evident that our students face cultural and language barriers at home, which cannot reinforce and support English language learning and academics. Data gathered through a parent survey through the Rutgers' research study indicated that further delays in development exist for our students in the areas of academics and home literacy experiences that place them at a great disadvantage when compared to their peers nationwide. "Nearly two-thirds of the children do not know their basic colors, seventy-nine percent (79%) do not know most letters, and seventy-six percent (76%) cannot count to 20. Fifty percent (50%) of the homes have fewer than 10 books and nearly a quarter of the children are never read to at home. On average, our students fall approximately four (4) months behind academically and one and one half (1 1/2) years behind in communication skills. Nineteen percent (19%) of the mothers have less than a ninth grade education" (Center for Early Education, Rutgers). Based on this startling information, it is quite clear that our school faces an extraordinary task in educating the children who walk through our doors.

The following is a list of existing professional development that will be reinforced and offered to our new teachers to the district, and additional professional development that will be provided to staff during the 2015-16 school years.

- **Differentiated instruction**
- **DRA/EDL 2 (Developmental Reading Assessment: English and Spanish)**
- **Technology integration and SMART Board**
- **Use of cognates to facilitate instruction for LEP students**
- **Vocabulary building strategies for tier 2 and tier 3 words in reading and writing**
- **Anti-Bullying**
- **Suicide Prevention**
- **Classroom Management**
- **Gang Awareness**
- **Calendar Math**
- **Harcourt Science Program and Its Implementation/Integration of Science in the Literacy Block**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- Data Analysis
- Using Work Stations in the Classroom
- Mentoring Workshop / Mentoring Refresher Workshop
- ICRP In Class Resource Program/CC Collaborative Consultation
- Use of Calculators in the Classroom
- Inquiry / Project Based Learning

We have focused on teachers learning together, concentrating on the Common Core State Standards, and using data to measure student progress toward student standards and designing cohesive instruction. Common planning time has been built into the daily schedules to afford the teachers the opportunity to collaborate and plan for individual grade levels. The district has also initiated frequent meetings for cross grade articulation. Supervisor meetings have been established in each of the elementary schools and each school uses this time to meet their individual school needs. This time is utilized to have staff members' turn-key information acquired from their attendance at out-of-district Staff Development. This time is also used for articulation, presentations of ideas and presentations from the supervisors regarding district initiatives.

### 5. How does the school identify educationally at-risk students in a timely manner?

Students' academic deficiencies will be addressed immediately through the use of Benchmark assessments, as per the district calendar, in math and language arts. District Benchmark Assessments will identify students' academic deficiencies throughout the school year. After each assessment, teachers will identify the at-risk students. In addition, ESL/intervention teachers will instruct small groups during the school day on the Benchmark Assessments skills.

At-risk students are also identified quarterly when all assessment data has been analyzed and reviewed. Administrators, teachers, and support staff determine the students who are in need of additional assistance as well as identifying the lowest 20% of at risk students using the assessment data. Intervention, through before and after school programs, is provided for these students. The students identified include:

- a. Students just below proficiency
- b. Lowest 20% of students

In addition, at the Robert N. Wilentz Elementary School Benchmark Assessments, as per the district assessment calendar, in both language arts and math are used. After the Benchmark Assessments are administered and evaluated, the teachers help identify the students who need more support.

### 6. How does the school provide effective interventions to educationally at-risk students?

All at-risk students are provided with an hour of before school instruction each day. The students are grouped according to their instructional comprehension level and DRA Levels. These groups are flexible and are monitored throughout the school year to provide the essential skills to master the Benchmark Assessments. At-risk students are also instructed during the school day by the ESL/Intervention teachers and Reading Specialists. They take the identified children in small groups/individualized tutoring for instruction on what has not been mastered on the Benchmark Assessments. These common assessments are ongoing thus providing the students the opportunity to receive intervention based on their individual needs throughout the school year.

### 7. How does the school address the needs of migrant students?

Not Applicable

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

### **8. How does the school address the needs of homeless students?**

The district is part of the tri-county region (Ocean, Monmouth and Middlesex) established by Trenton to coordinate and facilitate the guidelines of the McKinney-Vento Education of Homeless Children and Youth Program. Each school has a guidance counselor and a home-school liaison who works with the district contact to ensure that a student's educational program is interrupted as little as possible when a homeless situation presents itself. The aforementioned staff members meet with the Regional Director several times during the year and are in contact, on an as needed basis, with several county and city relief organizations. This committee provides district resources (transportation, school supplies) to the affected youngster and further attempts to assist the child's family with other basic needs.

### **9. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?**

Teachers are encouraged to participate in discussions regarding how to improve instruction and implementation of district initiatives through faculty meetings, grade -level meetings, PLC meetings, committee meetings, district staff development days, staff development for new teachers, and teacher directed professional development aligned to teachers' Professional Development Plans (PDP's).

### **10. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?**

Parents are invited to a "Transition into Kindergarten" orientation session provided by the Early Childhood Supervisor and the Preschool Principals to introduce them to the Kindergarten curriculum, emphasize mandatory immunizations and physicals, and discuss the district's transportation and mandatory school uniform policies and procedures. PRE-K/Kindergarten Alignment committee has created a Kindergarten assessment record sheet that will show academic readiness of each student which will be placed in their cumulative folders.

### **11. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?**

Throughout the school year, administration, supervisors, staff and educational leaders meet to discuss issues and concerns related to the schools on a monthly basis. Data on test scores from standardized tests, and Benchmark assessments are discussed. New programs or initiatives are looked at to determine their possible implementation or improvement. Professional development for teachers is identified according to their needs. Teacher and parent input are obtained through meetings and surveys. Once we have analyzed all our data through discussion and collaboration, the priority problems are identified and programs are continued or reevaluated.

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	<b>Closing the Achievement Gap</b>	<b>Language Arts Literacy</b>
Describe the priority problem using at least two data sources	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.
Describe the root causes of the problem	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by PARCC.	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by PARCC.
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	<p>PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General &amp; Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading</p> <p>Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.</p>	<p>PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General &amp; Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading</p> <p>Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.</p>
How does the intervention align with the Common Core State Standards?	<p>Curricula in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing</p>	<p>Curricula in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing</p>

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

	across the content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate the CCSS in Language Arts Literacy with the TESOL standards.	across the content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate the CCSS in Language Arts Literacy with the TESOL standards.
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## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Mathematics	Working with parents
Describe the priority problem using at least two data sources	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. The lack of parental support has a negative impact on the academic performance of students. Many students come to school late, without homework, and without uniforms. This makes them unprepared to learn. School attendance and tardiness are also obstacles to learning.
Describe the root causes of the problem	At the Robert N. Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by PARCC.	At the Wilentz School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. Many parents lack the capacity to assist with homework and school readiness due to economic responsibilities that take away time and energy. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by PARCC &

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

		NJASK Science.
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	<p>PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General &amp; Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading</p> <p>Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.</p>	<p>PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General &amp; Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading</p> <p>Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.</p>
How does the intervention align with the Common Core State Standards?	Curricula in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research	Curricula in all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

	and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS.	and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Math Leveled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.  Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen,

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>1998 in Routman, 2000, pag. 84. Research has shown that “better libraries are related to better reading, as measured by standardized tests”.</p> <p>Zemelman, Daniels &amp; Hyde. Best Practice: New Standards for Teaching and Learning in America’s Schools, 1998.</p> <p>Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998.</p> <p>Tomlinson &amp; Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p> <p>Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998.</p> <p>Tomlinson &amp; Allan. Leadership for Differentiating Schools and Classrooms, 2002.</p> <p>Cullinan, B. Independent Reading and School Achievement. ALA: September 2000.</p> <p>Empowering Students with Technology.2001.</p> <p>Gambrell, Morrow, Newman &amp; Pressley, Best Practices in Literacy Instruction, 1999.</p> <p>NMSA. Technology and Student Learning, 2007.</p> <p>National Education Association. The Benefits of Paraprofessionals, 2000.</p> <p>Jensen, Eric. Teaching with the Brain in Mind, 1998.</p> <p>Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001.</p> <p>Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits</p>

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>and challenges, 2001.</p> <p>Bridget Slayden. Thematic Units in the Classroom, 1999.</p> <p>Valadez, J. Dispelling the Myth: Is there an Effect of Inquiry-Based Science Teaching on Standardized Reading Scores? TERC, 2002.</p> <p>Pitler, Hubbell, Kuhn, Malenoski. Using Technology with Classroom Instruction that Works, 2007.</p> <p>Flaherty, Connolly, Lee-Bayha. Evaluation of the First in Math Online Mathematics Program. WestEd, 2005.</p> <p>Rosenstein, J., Franzblau, D., Roberts, F. Discrete Mathematics in the Schools. DIMACS: Series in Discrete Mathematics and Theoretical Computer Science, Vol. 36, 1992.</p> <p>Douville, P., Pugalee, D. Wallace, J. School Science and Mathematics, Vol. 103, 2003.</p> <p>Armstrong, N., Campos, J., Johnson, B. Increasing Student Reading Fluency through the Use of Leveled Books. 2001.</p> <p>Fountas &amp; Pinnel. Guided Reading: Good First Teaching for Children, 1996.</p> <p>Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009.</p> <p>Brooks &amp; Brooks. In Search of Understanding: The Case for Constructivist Classrooms. ASCD, 1993.</p> <p>Van de Walle. Teaching Student-Centered</p>



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					Mathematics, 2006 Cooper Harris, Summer Learning Loss: The Problem and Some Solutions, Eric Digest 2003
Math	Students with Disabilities	Math Leveled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), First In Math, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA	Homeless	Math Leveled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Math Levelled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), First In Math, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA	Migrant			N/A	
Math	Migrant			N/A	
ELA	ELLs	Math Levelled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
Math	ELLs	Math Levelled Readers, Data Analysis,	Teachers, School/District	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening,	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), First In Math, G&T Program, LoTi*	Administrators, Supervisors, Certified staff	DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA	Economically Disadvantaged	Math Leveled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, Reading Specialists, Intervention Teachers, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, LoTi*	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
Math	Economically Disadvantaged	Math Leveled Readers, Data Analysis, Differentiated instruction, Vocabulary Building, Literacy Circles, Sing, Spell, Read, and Write Program, AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), First	Teachers, School/District Administrators, Supervisors, Certified staff, Intervention Teachers	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		In Math, G&T Program, LoTi*			

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Before/After-school Literacy and Math Programs & Evening Programs, MyOn Reader, G&T Program, Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
Math	Students with Disabilities	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA	Homeless	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
Math	Homeless	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data,	See Above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
Math	ELLs	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA	Economically Disadvantaged	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), MyOn Reader, G&T Program, Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher	See Above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				Observation/Anecdotal Records.	
Math	Economically Disadvantaged	AM/PM Tutoring, Technology integration, Content Area workstations, para-professionals (K), Kean STEM, NJIT Summer	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records.	See Above
ELA					
Math					

***\*Use an asterisk to denote new programs.***

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	School District Administration, Teachers, CST, Reading Specialists, Certified Staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
Math	Students with Disabilities	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	School District Administration, Teachers, CST,	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
ELA	Homeless	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
Math	Homeless	Weekly PLC meetings, In/out of district	Teachers, School/District	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening,	See Above



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		workshops, Monthly PD sessions, GCN training, Instructional Rounds	Administrators, Supervisors, Certified staff	DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
Math	ELLs	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Vocabulary Parade, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
Math	Economically Disadvantaged	Weekly PLC meetings, In/out of district workshops, Monthly PD sessions, GCN training, Instructional Rounds	Teachers, School/District Administrators, Supervisors, Certified staff	PARCC Assessment, Unit Tests, District Benchmarks, Dyslexia Screening, DRA2/EDL2, STAR Assessments, K-2 Literacy Initiative, Writing Samples, Word Analysis Inventory, LAL Benchmarks and Running Records, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Administrative evaluations/ observation results, Walkthroughs.	See Above
ELA					
Math					

***\*Use an asterisk to denote new programs.***

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

**The school administration team consisting of the Principal, Vice-Principal and Instructional leader will be responsible for evaluating the implementation of the school-wide program. In addition, all other stakeholders including the Superintendent, Assistant Superintendent, Director of Special Funded Programs, and district-wide content-area and program supervisors will also help evaluate the implementation of the school-wide program.**

2. What barriers or challenges does the school anticipate during the implementation process?

**Some of the challenges that might be encountered are students who are illiterate in their native language and are acquiring a second language, student absences, transient population, high variability of student ability in the different content areas, and implementation of a new reading program.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

**We will implement different methods for stakeholder buy-in. Some of these include Parent Night (via covered dish), Infinite Campus Parent Portal, proactive administration, and presentations during faculty meetings.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

**The school will use surveys and evaluation forms at the conclusion of staff development sessions to gauge the perceptions of the staff.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

The school will use survey results and evaluation forms during all parental/community activities to gauge the perception of the community.

6. How will the school structure interventions?

**Small group instruction will be set-up through our intervention personnel, ELL Specialists, Reading Specialists and Instructional Leaders. The classes will be either push-in or pull-out to more effectively utilize space within the building.**

7. How frequently will students receive instructional interventions?

**Students will receive daily intervention in the morning, during class time and after school in the form of tutoring and remediation.**

8. What resources/technologies will the school use to support the school wide program?

**Technologies that will support the program include the use of Smartboards, Brightlink, computers and software. Software will include the following: Performance Matters, multi-media, iPads, DVD's, CD's, document cameras, and MyOn Reader.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

**Pre and post assessments, Benchmark Assessments, PARCC data, Star Reading and Math results, and Performance Matters analysis will provide the school with immediate data to be able to evaluate the effectiveness of the School Wide Program and implement interventions.**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

- District and school website
- Parent portal for infinite campus
- Notices sent home
- Local newspaper
- Parent meetings
- Letters / reports sent home
  - Progress Reports
  - Report Cards
- Dialogues and discussions at:
  - Parent / teacher conferences
  - Back to school night
  - PTO meetings
  - Board of education meetings/Faculty meetings
  - PLC'

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*\*Provide a separate response for each question.*

**ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services**

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. <i>Parent Involvement in Education</i> . NWRES: SIRS, 2001.
Math	Students with Disabilities	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. <i>Parent Involvement in Education</i> . NWRES: SIRS, 2001.
ELA	Homeless	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. <i>Parent Involvement in Education</i> . NWRES: SIRS, 2001.
Math	Homeless	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. <i>Parent Involvement in Education</i> . NWRES: SIRS, 2001.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Family Literacy, Family Tools and Technology, Career Day,	School Administrators,	Completion of the specific program and evaluative tools	Cotton, Wikelund. <i>Parent Involvement in Education</i> . NWRES: SIRS, 2001.

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	certified and non-certified staff		
Math	ELLs	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. Parent Involvement in Education. NWRES: SIRS, 2001.
ELA	Economically Disadvantaged	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. Parent Involvement in Education. NWRES: SIRS, 2001.
Math	Economically Disadvantaged	Family Literacy, Family Tools and Technology, Career Day, Parent College/Kid College, Kindersmart, Infinite Campus Parent Portal, Community Literacy Convention	School Administrators, certified and non-certified staff	Completion of the specific program and evaluative tools	Cotton, Wikelund. Parent Involvement in Education. NWRES: SIRS, 2001.

**\*Use an asterisk to denote new programs.**

## 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards-based programs such as the Parent College/Kids College program, which provides academic and social activities for parents and their children monthly during the school year. Parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in those areas, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's social worker, guidance counselor and home-school liaison provide these activities and often collaborate with agencies and support services in the community for these presentations and family outreach.

The Crisis Counselor ensures that parents play an active role in meeting their child's psychological, social, ethical and educational needs and to facilitate participation in school activities, organizations, committees and school functions. The Crisis Counselor works closely with students, providing individual and group counseling. The Crisis Counselor works in conjunction with staff members to provide needy students and their families with aid specific to their needs.

The School has one guidance counselor who provides services to our students and their families. The counselors work to promote healthy growth in students through academic, personal and social development. The counselors work with the principal, teachers, nurses, social worker, and community agencies to assess student needs and develop a plan of action to help individual students.

The home-school liaison collaborates with the PTO, Parent Team, and staff to provide workshops for the parents. The home-school liaison encourages the parents to become active members of the school community.

Parents are encouraged to attend family nights, which provide the parents the opportunity to come to school and do a fun activity with their children. Some of these activities were **Family Covered Dish Dinner and Community Information Night**, in which every family brings an ethnic dish to share, **Family Movie Night**, in which parents have the opportunity to sit and enjoy a movie with their children, the school **Talent Show**, where parents and children show off their talents in music and dance, and the **Family Picnic**, which is our end of year celebration with food and dancing as we celebrate the conclusion of another successful school year. In addition, the Wilentz School will be hosting the district's **Annual Literacy Convention** in the fall.

Parents are also encouraged to attend special yearly events such as Back to School Night, American Education Week Visits, and School Programs. To increase students' academic achievement, we offer our parents workshops during the evenings on strategies that they can use at home to help their children. Some of these are on testing skills and strategies that the parents can use at home to help their children on the state and district assessments. These workshops help connect our parental involvement with the priority problems we have identified.

The Robert N. Wilentz School has two school nurses who play a vital role in assisting our families by finding organizations that meet their health care needs. The nurses assess the physical needs of the students through vision, hearing, scoliosis, height, weight and dental screenings. The nurses also promote good health awareness through various programs such as parent education, nutrition and summer safety activities. One particular program that has been instituted as a response to the national crisis concerning children and obesity is the Kid Fit



Program. Kid Fit is a program that helps our students make the connection between physical activity and weight management. Another annual activity for health awareness is the Jump Rope for Heart Program. In addition, parents are working with the staff to improve the nutritional value of the school lunches and on the guidance of the selection of healthier foods

Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of a school newsletter, Infinite Campus Parent Portal, district and school websites, emails, Channel 34, The Educator, as well as other correspondence that are distributed in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible as well. Parents are kept abreast of their student's academic performance at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home.

The Robert N. Wilentz School has a mandatory school uniform policy in place. This policy has been very successful.

**2. How will the school engage parents in the development of the written parent involvement policy?**

This is handled via input of parents at the monthly parent college meetings, PTO meetings, and SLC/PAC meetings.

**3. How will the school distribute its written parent involvement policy?**

- Back to School Night
- Parent/Teacher Conferences
- Notices sent home
- District and school website
- Parent meetings
- School website

**4. How will the school engage parents in the development of the school-parent compact?**

Parents will be engaged in the development of the school-parent compact by being encouraged and invited to attend and become active members in both the monthly PTO meetings and SLC meetings during the school year and through surveys taken throughout the year for parental input.

**5. How will the school ensure that parents receive and review the school-parent compact?**

Parents receive the school-parent compact in the evening of our Back-to-School Conference. Prior to meeting with the teachers, the administrators hold a meeting in the cafeteria. The parent compact is distributed and reviewed with the parents. Parents are given the option to

sign their agreement to the compact at this time or to return the agreement with their signature the next day. The home-school liaison ascertains that all parents have received and signed the agreement to the compact.

**6. How will the school report its student achievement data to families and the community?**

- Notices sent home
- District and school website
- NJDOE website
- Local newspaper
- Parent meetings
- Letters/Score reports sent home
- Dialogues and discussions at:
- Parent Teacher Conferences
- Back to School Night
- PTO meetings
- Board of Education meetings
- Infinite Campus Parent Portal

**7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?**

- Letters/Score reports sent home
- Parent Conferences
- Report Cards
- Calendars
- New Jersey State Report Card
- Notices sent home
- District and school website
- NJDOE website
- Local newspaper

- Parent meetings

**8. How will the school inform families and the community of the school's disaggregated assessment results?**

- Notices sent home
- District and school website
- NJDOE website
- Local newspaper
- Parent meetings
- Letters/Score reports sent home
- Dialogues and discussions
- Parent Teacher Conferences
- Back to School Night
- PTO meetings
- Board of Education meetings

**9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

Parents are a part of the School Leadership Council. The Wilentz School Leadership Team teachers, Reading Specialists, Instructional Leader, and other staff members that have been identified in this report are involved in the development of the Unified Plan. The Unified Plan is also shared at a PTO meeting with parents upon its completion. Wilentz School will continually involve families and the community with all of the outreach programs that have been named in this document. New programs, such as the Infinite Campus Parental Portal, is a resource that will be utilized as a reliable tool to bridge the gap between parent, school, and student communication.

**10. How will the school inform families about the academic achievement of their child/children?**

Parents are informed of their child's student assessment results through the following:

- Standardized Scores reports provided by the scoring company are sent home.
- Parent / Teacher Conferences
- Report Cards

- Tests are sent home to parents by teachers for parent signatures.
- Student Planners
- Infinite Campus Parent Portal

**11. On what specific strategies will the school use its 2015-2016 parent involvement funds?**

The Robert N. Wilentz School Parent Teacher Organization (PTO) and the building administration have already planned the Back-to-School Night for the school year. Additional meetings have been scheduled with the above groups, the Wilentz Leadership Team and other stakeholders to review last year's parent programs and to plan activities for the balance of the school year. The Parent Involvement funds for the 2015-2016 school year will be used to provide workshops and family events such as Family Literacy Night, End of the Year Academic Awards Assembly, Family Arts and Crafts, Computer classes, and English as a Second Language (ESL) classes. We also have Tools and Technology, Parent Meetings for PARCC, the Family Literacy Convention, and, new this year, Wilentz School will be hosting a Breakfast Chat with the Principal for parents. This event will be held quarterly.

***\*Provide a separate response for each question.***

***ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.***

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	83	As the job market becomes more competitive for specialized teachers, lengthy discussions are being conducted as part of contract negotiations on strategies to improve teacher retention. We have granted full tuition reimbursement for content area Master's Degrees and included salary incentives for content specific courses and degrees.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	17	As the job market becomes more competitive for specialized teachers, lengthy discussions are being conducted as part of contract negotiations on strategies to improve teacher retention. We have granted full tuition reimbursement for content area Master's Degrees and included salary incentives for content specific courses and degrees.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Teachers must meet the qualifications for HQT, consistent with Title II-A</p> <p>Paraprofessionals must meet the qualifications required by NCLB (education, ParaPro test.)</p> <p>The Perth Amboy District currently employs a full-time Human Relations Director for the purpose of recruiting and retaining high-quality teachers. Some of the strategies used to attract highly qualified staff are a formal recruiting program that includes on-campus college recruiting, college partnerships (i.e. Transition to Teaching, Pathways to Teaching), Internet recruiting (i.e. <a href="http://www.NJHIRE.com">www.NJHIRE.com</a>), which is run by the NJDOE, <a href="http://www.NJSCHOOLSJOBS.com">www.NJSCHOOLSJOBS.com</a>, the district website <a href="http://www.paps.net">www.paps.net</a>, the use of local cable access PATV Station #34), and more traditional media such as brochures and newspapers. Retention of HQ teachers is encouraged with tuition reimbursement (as negotiated), intense staff development, and open communications between administration and staff. Instructional paraprofessionals are provided with college tuition reimbursement and preparation classes for ParaPro exams. The negotiated salary structure rewards paraprofessionals for continuing their education and encourages paraprofessional to become fully HQ certified teachers.</p> <p>Some of the strategies to help with the retention of our newly hired highly qualified staff are orientation for all new teachers and staff, three days of New Staff Institute, required reading course for all first year teachers, and a mentoring program to support novice teachers in the performance of their duties and in attaining their teaching objectives throughout the school year with GCN on-line training. The Perth Amboy Public Schools District also offers on-site graduate classes and staff development, collaboration between AFT, Cohort-National Board Certification, and training for SLC committees on how to go through the interview, selection, and hiring process for the best-qualified staff. We also recognize our highly qualified teachers through the Governor's Educator of the Year Award. The newest resource for the staff is that teachers are also now eligible to pursue their Masters with an on-line accredited college. This has been approved by the Perth Amboy Board of Education effective 2015.</p>	<p>Human Resources Manager Superintendent Assistant Superintendent</p>